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ABSTRACT

An excessive number of non-fiction books were shelved incorrectly in an elementary school media center where, due to budget cuts, the media specialist depended on fifth grade student volunteers for book shelving assistance. A 12-week training program was developed for the fifth grade media volunteers, who met once a week for 40 minutes. The objective of the program was to enable students to improve their shelving skills as demonstrated by a 10% increase in correctly shelved books. The training consisted of student experiences in organizational thinking and applications of the Dewey Decimal System in activities such as creation of Dewey Decimal collage posters, participation in an "Adopt-a-Shelf" program requiring student responsibility for a particular shelf, and development of a student media volunteer handbook. A second project goal was to increase the interest of fourth graders in becoming media aides. By the end of the project period, the fifth grade media aides had reduced shelving errors more than 10%, the media center was visited more often by volunteers, and the fourth graders, who were aware of special activities surrounding the fifth graders' involvement, showed increased interest in becoming media aides. Appendices include forms, worksheets, the survey used with fourth graders, bulletin board and bookmark designs, shelf labels, and a shelf adoption certificate. (Contains 51 references.) (Author/KRN)

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PREPARING FIFTH GRADE STUDENT MEDIA VOLUNTEERS TO CORRECTLY RESHELVE NON-FICTION BOOKS ACCORDING TO THE DEWEY DECIMAL SYSTEM

by

Irma Sue Stofsky

A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

July/1991

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An excessive number of non-fiction books were shelved incorrectly in an elementary school media center where, due to budget cuts, the media specialist depended on fifth grade student volunteers for book shelving assistance. The writer designed and implemented a training program consisting of student experiences in organizational thinking and applications of the Dewey Decimal System in activities such as creation of Dewey Decimal collage posters, participation in an "Adopt-a-Shelf" program requiring student responsibility for a particular shelf, and development of a student media volunteer handbook.

Results showed an improvement in the target group's percentage of correctly shelved non-fiction books, an increase in media center volunteer visits, and an interest in becoming future media aides expressed by the fourth graders.

Authorship Statement/Document release

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Irma Sue Stofsky
student's signature

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July 12, 1991
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CHAPTER I

Purpose

Background

The setting for this practicum was in the media center of a beachside elementary school near an area of many motels and rental properties. Constructed in 1953, the school was located one block from the Atlantic Ocean and within a residential area which was developed at the same time. Since 1953, the residential growth with school age population has shifted away from the beachside. The Southern Association of Colleges and Schools Ten Year Self Study for 1980-1990 was used to determine that the pupil enrollment at the school had decreased from 287 pupils to 240 pupils since 1988. The sixth grade had been relocated at the beginning of the 1990 - 91 school year to a middle school at a different location.

Additionally, with a 41 percent per year student withdrawal factor, this school had a high transient enrollment. Because this school was located in a warm climate, many families from the northern states moved to the area during the winter, enrolling their children for only three or four months. Families left the area when the seasonal motel and rental rates increased.

Ninety six percent of the parents or guardians of the pupils worked outside the home. Although a random sampling of the parents surveyed indicated that more than 70 percent attained educational levels beyond high school, more than approximately 55 percent of the pupils were from broken homes. With an average family income estimated to be $12,000.00, many of these students came from middle to lower income families. More than 50 percent of the student population received the free or reduced breakfast and lunch service.

Because the housing area which surrounded the school was approximately 40 years old, school age population had decreased, and only 65 percent of the children who attended this school lived near enough to

walk or ride their bikes. The total student population was drawn from a combination of 81 percent of the students residing within the immediate school boundary and 19 percent of the children who were bussed to the school from an area other than on the beachside. The student body, Kindergarten through fifth grade, was composed of 73 percent White students, 23 percent Black students, two percent Asian students, one percent Hispanic students, and one percent American Indian students.

Professional staff of the school was composed of one principal, 11 classroom teachers, three special area teachers, five special program teachers, and 1 media specialist. Support staff included two office clerks, one secretary, four paid teacher assistants in the classroom, four lunchroom personnel, one hostess and two and a half custodians. Sixteen adult volunteers were signed up to help in 1990 - 1991, almost doubling the voluntary population of 1989. Because of decreased funding due to the decreased enrollment figures and a 1990 -1991 ten percent total school budget cut, the Media Center

operated with one media specialist as the only salaried employee.

The media specialist enlisted adult volunteers to help with clerical work. Circulation records indicated an average of 52 books checked out daily for personal use or curriculum supplementation with approximately 50 books returned to the media center each day. The media specialist recruited fifth grade student volunteers to help reshelve books and magazines which were returned and recarded. These children needed recommendation from their teachers and had to pass a media information skills test administered by the media specialist after media instruction skills had been taught. These student volunteers visited the media center one or two at a time for 20 to 30 minutes once per week on a schedule which allowed different volunteers to visit each day. The writer of this practicum proposal was one of the adult volunteers in the media center who observed the behaviors of these student volunteers.

Problem Statement

Proper book arrangement was one of the most necessary aspects of this study's elementary school media center which had as one of its objectives effective information retrieval for curriculum and personal needs. In this media center fiction books were shelved alphabetically by the author's last name, and non-fiction books were shelved first according to the Dewey Decimal System of classification and then alphabetically by author's last name. The shelves were organized to be read from left to right starting at the top shelf, moving from left bookcase to right across the collection section. Ideally, all books available to be circulated were on the shelves in their proper places.

Because of budget cuts, the large number of parents working outside of the home, and the high transiency of the school population, the media specialist in this elementary school could not depend upon paid clerical help or adult volunteers from the immediate area. Yet the media specialist was still

encumbered with massive clerical work in addition to the strenuous media program demands. Therefore, the media specialist, who no longer had a sixth grade population from which to draw, enlisted the assistance of fifth grade student volunteers as media aides to help with the task of shelving recarded books. These students rarely came to the media center as a group of volunteers. They came alone or with a single partner.

In order to qualify for the position of media aide, each student earned a recommendation from their teachers, listened carefully to the instructions given by the media specialist on how to shelve books properly, and then passed a qualifying test. When they came to the media center, they knew, without being reminded, that they were supposed to reshelve the checked-in books which were stacked on the "To Be Shelved" cart. For the purpose of this study, the 33 members of the fifth grade class who were media aides were the target group.

The books themselves were one aspect of the shelving problem in this media center. The majority of the collection of books in this center had been

updated over the years. But, because of inconsistant methods of county book processing as the collection had been weeded and updated, the call numbers on the spines of many of the books were difficult to read. Frequently call numbers were hand printed on various colored tapes with various colored ink, and often the numbers were printed vertically instead of across the spines. Many times the first letter of the author's last name was difficult to read after the Dewey Decimal number on narrow spined books. Only one initial after the Dewey number were on the majority of the books. Newer books added to this collection had very clearly printed Dewey call numbers which included not only the first initial of the author's last name, but also included the first three letters of the author's last name for easier alphabetizing. In order to find a requested book, it was necessary to search, not only in the proper place, but also the shelves above, below, and either side of the proper shelf.

The media aides, four months after their initial training, were no longer shelving books with 100 percent accuracy, nor were they checking the shelves

for misplaced books. Having only a 20 or 30 minute time for their duties, these students worked quickly, shelving as many books as possible in the allotted time. This writer observed they, therefore, did not open the books to clarify and confirm the call number when spine call numbers were difficult to read. With time as an important factor, they shelved, using their personal interpretation of the call number, and they were pleased with themselves when they had shelved a good number of books on the cart, especially when they had emptied the cart.

For maximum information retrieval in a media center, this writer believed that ideally 100 percent of the books should have been correctly placed on the shelves. As an adult media center volunteer, this writer and the media specialist checked 10 random non-fiction shelves finding only 75.5 percent of the books on those randomly selected shelves correctly placed. A 24.5 percent discrepency existed between the percentage of books which were shelved correctly and the total percentage of books which should be correctly shelved in order to provide maximum information retrieval.

Outcome Objectives

The purpose of this practicum was to demonstrate, after 12 weeks of Dewey Decimal organization instruction incorporating critical thinking skills activities, 75 percent of the target fifth grade student media volunteers showing an increase in correctly shelved non-fiction books by 10 percent as measured by the "reading" of the shelves by this writer and the media specialist. Another objective after 12 weeks of implementation of this program which, in addition to critical thinking skills and Dewey Decimal instruction, also included an "Adopt-a-Shelf" application of the Dewey Decimal organization, was that 75 percent of the fifth grade student media volunteers would increase the number of non-scheduled media center visits by 10 percent as measured by the entries on the student media volunteer "Sign-In Log" (Appendix A: 69). Finally, the writer wanted the program to be so popular schoolwide at the completion of the 12 weeks of fifth grade Dewey Decimal instruction and application, 60 percent of the fourth grade students surveyed would show an increase

in interest in wanting to participate in this program next year by 75 percent as indicated by comparing pre-implementation and post-implementation fourth grade surveys (Appendix B: 71).

CHAPTER II

Research and Solution Strategy

Literature and Evidence

In a study of student aides in the elementary school libraries of Arizona, Roberts and Schon (1985) offered the use of student aides as "one way of providing much needed assistance in the school media center while, at the same time, offering students work experience opportunities." From this study, Roberts and Schon learned that librarians believe student aides should be drawn from the third through sixth grade population, with preference for the fourth and fifth graders because "they are more dependable and less busy than the sixth graders." Distressed that educational funds have been diminishing each year, Roberts and Schon suggested the use of student aides as a "viable, affordable alternative for getting help with library operations."

Fredenburg (1989) cautioned that, during a budget crunch and hiring freeze, volunteers might get the feeling of being second choice workers behind paid members of the staff. In order to prevent this, Fredenburg suggested the volunteers be made to feel as if they were members of a team, and this required having a structured program, including a reward system, in place. Hoaglan (1984) stated the importance and responsibility of the school in training the volunteers "so that the work becomes not only of value to the library, but a pleasure and growth for the individuals." Walster (1990) found that even students who were considered behavior problems could turn into helpful assistants when given a purposeful activity with responsibility. "Everyone likes to feel valued for doing something useful." According to O'Hara (1986), volunteers who were trained to have success in their tasks, realized that what they were doing was really important. McHenry (1988) stated, "Providing tasks that they can succeed at increases volunteers' job satisfaction and enhances their self-esteem." McHenry, Librarian at Primrose

Hill School in Barrington, Rhode Island, further suggested that this can be accomplished when volunteers are motivated, interested in their library, and proud of their accomplishments.

McKinney and Jones (1986:257) stated, "Frustrated students who do not have the skills to perform a task do not use their time well." Yet students who acquired proficiency in specific areas became motivated and responsible, even peer instructing their fellow aides or classmates. Kuhlthau (1981) organized the teaching of media skills sequencially, matching capabilities of children at different stages of cognitive development with appropriate activities. By the time the student completed elementary school, a foundation for independent media center use had been provided. Piaget, as cited by Kuhlthau (1981:02) listed a child between ages seven and 11 in the "Concrete Operational" stage, capable of categorizing and using classification and performing mental operations on a concrete level.

Leonard (1985) wrote an educational chapter in Choose, Use, Enjoy, Share for the child who wanted to

begin on his way to independent learning, satisfying his need to know HOW to find out, and that required mastering the system for arranging information and an index to that system. Costa (1985), when describing awareness, knowledge, master of skills, application, and trainer of trainers as five levels of skill development, suggested teaching strategies such as modeling, feedback, demonstrations, creating and observation to reach these levels. Costa further emphasized the importance of the classroom climate where students should be the decision makers, setters of their own goals, and accomplishment assessors to promote "full cognitive development." Hopkins, (1989) concluded that the school library media center can provide such a positive atmosphere helping students develop positive self-concepts and academic achievement.

Zlotnick (1984) proposed a variety in selection of instructional strategies and alternative strategies to maximize opportunities for content and library media research and study skills integration. Leonard (1985:82) suggested a study of the knowlegde of order

and classification with the reading of What Do You Do With a Kangaroo? by Mercer Mayer and Benny's Animals by M. E. Selsam. She also mentioned the wearing of a T-shirt with "Dewey had a point." on one side and numbers and topics listed on the reverse. Kuhlthau (1981) offered activities to help understand the Dewey Decimal System such as thinking of familiar classification systems like the grocery or department store, having the children use a variety of Dewey Decimal sequences, divisions and subdivisions, and playing category and subject games. Also suggested was an art project to increase student awareness of the subjects associated with Dewey Classification numbers by having the students create a collage as a small group activity evaluated on the basis of how well their collage displayed the subjects associated with its particicular Dewey classification. Mealy (1987) insisted that the Dewey Decimal System could be taught with elements of fun, including the singing of her own "Dewey Decimal Song" sung to the tune of "Supercalifragilisticexpialidocious."

Milliken Publishing Company published two books of duplicating masters teaching aids: Basic Library Skills by Nancy Polette and Categorizing...(Upper Primary) by Claire Henry which have been used as teaching aids by the media specialist in the school of this study. Asking Questions, Finding Answers by Dianne Draze and Looking It Up, Learning Library Skills by Mary Preston Foster were two additional teaching aid books used. The game "Readо, A Bingo Game to Teach Dewey Classification Skills," created by Rose Bernardi, has been used with fun and success in the elementary school of this study.

Lenna Barrett, as cited by Estes (1986) allowed students to select a section or area of the media shelves for which the students were responsible. Ms. Barrett noted in the Procedures Manual for School Library Media Centers that this program "has proven to be one of the most successful techniques with aides as it develops responsibility and pride in their work." Kern (1990), Librarian at Linden West Elementary School in Kansas City, Missouri raved about the success of her "Adopt-a-Bookshelf" program, using

student fifth grade volunteers who would apply their newly acquired library skills in a practical manner. Not only were the books ready for inventory at the end of the year, but students came more often to tend to the shelves and fourth graders expressed an interest in volunteering the following year. Warner (1990) and Striedel (1990) echoed the popularity and success of the "Adopt-a-Shelf" programs in each of their school media centers. Popularity and success in these programs was stimulated by labeling the shelves with signs identifying who was "adopting" and taking care of those shelves. "Adoption papers" were drawn up for the students. Bard (1983), while describing the often unrecognized, productive workers affectionately called by the Hawaiians, "Menehunes", claimed that assigning a different shelf to each fifth and sixth grade student was an efficient way to keep the shelves in order.

One of the strategies to be used by the writer as a solution to the problem of student volunteers incorrectly shelving books included increasing their exposure to the Dewey Decimal System through

hands-on, positive experiences in classifying and organizing, and critical thinking. Karlin (1977) concluded that children who knew exactly their responsibilities in terms of work, behavior, and personal characteristics developed feelings of responsibility and accomplished a reinforcement of learning. Another strategy, supplying a variety of activities that expand thinking skills, was chosen, as Costa (1985) suggested, to increase the ability to apply the mastered skill knowledge, even to the point of training peers. When the students mastered the Dewey Decimal System and were at the point of training their peers, they would be able to apply what they had learned to develop a student volunteer handbook for permanent use in the media center. Because the "Adopt-a-Shelf" program had been noted so successfully in the research above, another of the strategies the writer used to solve the shelving problem was the initiation of a similar program with the target group. Constant reinforcement and encouragement during all aspects of the implementation provided the incentive and recognition for these "team" workers.

Bard (1983) suggested rewarding the student assistants, perhaps at the end of the year, because they deserved recognition. Therefore, a graduation ceremony with distribution of accomplishment awards was planned to complete the program.

CHAPTER III

Method

For the implementation of this practicum, the writer requested permission from the school principal, the fifth grade teacher, and the media specialist to use the media center for at least one 40 minute class session per week for at least 12 weeks with the target class of fifth grade students who were all media aides. The writer presented the practicum instructional program in a timeline format to the principal, media specialist, and the fifth grade teacher for approval because these activites were in addition to any classroom or media specialist planned instruction. Permission was granted by all. The fifth grade teacher and the media specialist agreed to offer suggestions when appropriate as requested by the writer for use as resources. The writer was reminded by the media specialist to regularly check the weekly

schedule to see when the students would be available, because the media center operates on a flexible schedule, and school-wide interruptions occur frequently. In addition, the writer asked the fourth grade teacher for permission to distribute the Pre and Post-Implementation Interest Surveys to the fourth grade class (Appendix B: 71). The fourth grade teacher gave permission to survey the children as long as it was done in the media center.

The media specialist and this writer randomly selected 33 shelves in the non-fiction section of the media center, one shelf for each member of the target fifth grade group of students. To easily identify these shelves, a small green dot label with an arrow pointing down was affixed above each shelf. A chart depicting the wall of labeled bookshelves was developed. After "reading" those 33 shelves, the writer recorded the data on the chart (Appendix C: 73). Data included the number of books on the shelf, the number correctly shelved, and the percentage of correctly shelved books. The average percentage of correctly shelved books per shelf computed from the

data of this 33 shelf, pre-implementation study was 77.45 percent (Table 1: 23).

To introduce the Dewey Decimal unit to the students, the writer decorated the main bulletin board of the media center with a Dewey Decimal theme, "Dewey Knows the Way" (Appendix D: 75). A Dewey Decimal video program offered through the county Instructional Television (ITV) network was ordered so that it could be recorded and played at a later time (Agency for Instructional Television, 1979).

At the first meeting with the target fifth grade students in the media center, this writer appeared as a living biography of Melvil Dewey, complete with different colored pens (for sorting things) in shirt pocket, and explained Dewey's lifestyle and penchant for organizing. Grouped at tables of five, the students listed on paper all the different ways they could organize the contents of a paper bag which the writer previously had filled with approximately 25 different real objects, pictures of these objects, and printed names of these objects (Appendix E:77). Dewey and the students brainstormed to discuss and list

Table 1

Pre-Implementation
Shelf Data

Shelf Number	Total # Books	# Correctly Shelved	% Correctly Shelved
1	49	38	77.55
2	53	47	88.68
3	50	43	86.00
4	60	48	80.00
5	41	26	63.41
6	40	28	70.00
7	51	34	66.67
8	51	43	84.31
9	58	50	86.21
10	45	39	86.67
11	48	40	83.33
12	50	41	82.00
13	39	28	71.79
14	42	26	61.90
*15	45	43	95.56
16	47	35	74.47
17	50	44	88.00
18	42	30	71.43
19	50	42	84.00
20	55	40	72.73
21	56	43	76.79
22	49	39	79.59
*23	26	24	92.31
24	58	42	72.41
25	44	31	70.45
26	51	22	43.14
27	49	36	73.47
28	47	36	76.60
29	59	48	81.36
30	42	32	76.19
31	36	27	75.00
32	60	45	75.00
33	59	53	89.83
TOTAL	1602	1243	77.59
AVERAGE	48.55	37.67	77.48

*Unable to achieve 10% improvement.

other ways to organize. At the completion of the session, the students were given certificates recognizing their cooperative thinking achievements.

In addition to meeting with the fifth grade class during the first week of implementation, this writer met with the fourth grade class and administered a "Pre-Implementation Interest Survey" to note the percentage of fourth graders who were presently interested in becoming media aides next year. Seventy percent or 12 of the 17 fourth grade students surveyed indicated positive interest in becoming media aides next year (Table 2: 25).

At the end of the week the writer collected data from the Student Media Aide Sign-In Log (Table 3: 25), recording the number of media aides visiting the media center and how many times they visited in this first week of implementation. The number of media aides who visited this week was eight and one of the aides visited more than once for a total of nine visits to the media center by fifth grade media aides.

During the second week, the media specialist was absent, but had given permission for this writer

Table 2

Pre-Implementation Fourth Grade
Interest Survey Data

	# Students	Percent
Positive	12	70.59
Negative	4	23.53
Indifferent	1	5.88

Table 3

Pre-Implementation
Sign-In Log Data

Student	Number of Visits
A	1
B	2
C	1
D	1
E	1
F	1
G	1
H	1
TOTAL 8	9

to meet with the class whenever their teacher brought them to the media center. The writer again asked permission of the fifth grade teacher to work with the students and permission was granted. During the lesson this writer wore a T-shirt with "Dewey had a point." printed on it and explained to the students the thoughts behind the development of the Dewey Decimal system. Participating in a sorting activity, the students then sorted and physically grouped themselves in a variety of ways: by birthday, color of hair, color of eyes, color of skin, color of clothing, sex, height, where one was sitting (at the round tables or at the rectangular tables), how one was writing (with a pen or with a pencil, etc. After the grouping activity, the students settled at their assigned tables for a "hands on" activity to create collage posters of the 10 main subject classifications of the Dewey Decimal system. They collected and cut out magazine pictures which were then mounted on white poster board using gluesticks. Backed with a putty type adhesive, these posters were mounted on the wall above the appropriate non-fiction section of the media

center for guides to media center users.

The third week of implementation began with a blackboard demonstration of the specific arrangement of the Dewey Decimal system. For practice in arranging non-fiction call numbers in proper order, the students were first given a worksheet to arrange three digit whole number sequences (Appendix F: 79). Papers were exchanged for grading by the students, then collected by the writer.

Again the blackboard was used to demonstrate more detailed sequencing, especially using the concept of numbers having two or three digits beyond the decimal point. The writer asked the students to compare the values after the decimal point by evaluating the digits in the first column (the tenths position) first, then on and on, column by column, with zeros filling for digits that might be missing in the column. Wanting the students to apply these concepts, the writer developed sets of colored 3" x 5" cards and gave each student a set of six of only one color. Upon each card was written a different Dewey Decimal number (Appendix G: 81). The students were

instructed to write their names on the cards and arrange the cards in order before handing back to the writer. All but six of the students put their sets in the proper sequence. The names of those students needing extra assistance were noted by this writer.

This writer had previously arranged the tables in the media center by placing sets of 15 random order books from the non-fiction section upon each of the seven tables in the media center. The books were positioned spine up on the tables. Working in groups of five or six, the students were instructed to copy on a piece of paper the Dewey Decimal numbers from the spines of the books, put the numbers in order, smallest to largest, then arrange the books accordingly, the book with the smallest number on the left and the book with the largest number on the right. Three of the students found difficulty in reading some of the numbers on the spines and were instructed to open the books to look at the call numbers typed on the pockets and cards. The students had at least one opportunity within each group of books to arrange alphabetically by the first letters

of the author's last name those books which had the identical decimal numbers. The students had "hands on" experiences in both individual thinking and cooperative learning when assigned to put the books in order before replacing them in the proper section of the bookshelves. This writer checked each group before the sets were reshelved. If this writer found any questionable positioning, the set was again offered to the group for evaluation, discussion, and correction. The class was dismissed from the media center by "special" groups: those whose birthdays were in January AND were wearing something red, those who were wearing blue AND wore a button, those who had brown hair AND were wearing sneakers, etc. The students were required to listen carefully to decide into which refined group they belonged.

During the fourth 40 minute class period, the fifth grade students viewed the previously recorded ITV program, "Classifying Objects" (Agency for Instructional Television, 1979), illustrating the organization of garage sale items into large categories and then smaller ones within the larger

ones. The students were asked to think of other times and places that were organized by large and then small subjects. The students took turns to relate how grocery stores and clothes stores assume this pattern. In fact, one student related the name "department" store as an identification of a store with just such a pattern.

While game pieces for a Dewey Decimal "Bingo" type game called ROADS TO KNOWLEDGE (ROADS, 1977) were being distributed to each student, the writer met individually with the seven students who had incorrectly arranged their decimal number card sets during the previous lesson. Those seven students were given additional opportunities to arrange sets in proper sequence. After a few moments of individual instruction, they were ready to join the class game. Students received a bingo type playing card, markers, and a Dewey Decimal subject/number information disk. The writer called out the name of the subject, and the students used their discs to find the related number heading to mark upon their ROADS board. The student who had the first completed row called out

"Roads!" or "Dewey!" After confirmation by the writer, a winner was declared, and a small token eraser prize was awarded. This game was played for three rounds.

The writer met once again with the students this week to compensate for the upcoming spring vacation. During the second meeting, the writer began with the popular ROADS game, with a new additional activity. After giving the students a few moments to find the Dewey number of the subject that was called, the writer selected a student to find that Dewey section in the media center and to call out the name of any book in that section. The students expressed concern about the propriety of so often referring to the Dewey Decimal disk to find the proper number before marking their cards or locating the section. They were told it was "very ok" to do so, as the purpose of the game was to show them HOW Dewey had grouped together same subject books. The writer then asked the students to think about why they had NOT been asked to remember the Dewey Decimal number subject groups and why the game was entitled "Roads to Knowledge?" One student related the Dewey Decimal

organization in the media center to a map of the United States, with each section marked off separately. Just as the area of Florida contained Floridians and Florida things, a Dewey Decimal section of the media center contained things about that one big subject. Another student remarked how the card catalog gave directions to find a particular book, like reading a map to find a particular place.

After two rounds of the "Roads" game, the students worked with a partner selecting any shelf of the fiction or non-fiction section (those which had no dots above them) to practice "reading" the shelves. One partner was designated as "reader," the other one was "checker." The students were observed as they worked in their partner teams, were offered assistance when questions arose, and were praised for their questioning and attention to their tasks.

At this time, prior to the week of vacation, the writer observed the students using the Media Aide Sign-In log as directed by the media specialist at the beginning of the year. After five sessions of Dewey Decimal and organizational instruction, the media

aides were separating the books ON the return cart into easy, biography, fiction, and non-fiction numerical sections BEFORE shelving them.

The writer further evaluated the implementation of the program by interviewing the media specialist, the fifth grade teacher, and the principal and noted the comments of the interviews. The fifth grade teacher suggested that this program complimented fifth grade curriculum decimal instruction. An increase in interest and skill had been observed in the classroom. The specific strategy that had been used in the media center decimal lessons paralleled the classroom teaching. The activities initiated by this writer to have the students arrange 3 x 5 cards and books in decimal order reinforced this classroom instruction.

The media specialist was thrilled that the program, so far, not only complimented the media skills lessons, but also allowed for additional "hands-on" time with the arrangement of the media center and its books. The media specialist observed that each student seemed to have a favorite section of the media

non-fiction shelves from which they checked out books. The circulation records indicated a steady popularity of certain non-fiction books.

The writer interviewed the principal, a frequent visitor to the media center and a person passionately interested in the development of each of the students. The principal, most encouraging to this writer, was delighted that the target fifth grade students were receiving experiences not only in media skills, but also in related thinking and problem solving skills. Because so many of the students in this school were from transient, disadvantaged homes, continuity in their lives was often lacking. The principal noted that these lessons could help those transient students when they move to other school settings and give them at least one area of familiarity and continuity in any media center.

Upon returning from vacation, the students were invited to "Adopt-a-Shelf" from any of the marked shelves. After the students selected a shelf for which they would be responsible, a small identifying sign with their name and the school mascot was

attached to the shelf using "Velcro" (R) (Appendix H: 83). The students were instructed how to care for their shelves, and each student received an "Adoption Certificate" noting the general merits and responsibilities of "adoption" (Appendix I: 85). Students were encouraged to visit the media center frequently to perform their duties and to check on their "adopted" shelves. After the students discovered they could easily remove and exchange the small labels, the writer revealed a chart of the shelves identifying the original names of those who adopted them, and the mischief ceased (Appendix J: 87). The students were encouraged to visit before and after school when possible, and they were reminded to keep up the good work of signing in when coming to perform their duties as media aides.

In meeting with the target group during the seventh week, the writer brainstormed with the students to see if they were having any problems getting their shelves in order. After 15 minutes of working with their shelves, the students created a "Dot, the Dewey Mouse" bookmark from neon paper for

their personal reading use (Appendix K: 89).

In the eighth week the fifth grade students were allowed to come to the media center to do their duties and work on their shelves without any further instruction from this writer. The writer observed the media aides as they signed in and performed their shelving duties.

During the ninth week, the students visited as a class, but had a classroom assignment to complete before they could work on their shelves. The writer observed the students as they finished their assignment and worked shelving the books from the cart and straightening their "adopted" shelves.

Because the school activities for the target fifth graders diverted their time away from this project during the tenth week, planned student activities were postponed. The writer could only observe that books were being shelved from the book cart this week, and that several before school visits had been entered on the Media Aide Sign-in Log.

During the eleventh week, the students met with this writer twice. On Monday, the students, using

shelf markers, completed their choice of any six of the entries on the worksheet, "Finding a Book by its Dewey Number" (Appendix L: 91). They were observed working independently on their "adopted" shelves.

The second time during the eleventh week the writer met with the fifth grade students for an extended session. During this session each table was allowed to select one topic relating to the Dewey Decimal system and media aide work. Although each table group had only one topic, the writer asked the students to write about that topic independently, illustrating their papers where appropriate.

During the twelth week, a handbook for students who wish to be media center volunteers in the future was developed using the students ideas organized into chapters. The writer had 100 copies of the handbook professionally printed with personal funds. Being a new volunteer, the writer learned too late that the school of this study was an active participant in budgeted county copy center services and this could have been printed at no cost to the writer (Attachment:93).

The last week of the implementation of the practicum, this writer invited the fifth grade students and their teacher, the principal, the media specialist, and this writer's advisor to a "Dewey" party. The students first met in the media center to receive their own individual copy of the handbook that they had created. One student was selected to offer to the media specialist all of the class's adopted shelves which had been carefully "read." This student also announced that the handbook had been dedicated to the media specialist, and plenty of copies of the handbook were ready for the upcoming media aides. Then, to demonstrate their shelving skills and to help the media specialist one last time, the students each shelved three or more of the many end of the year returned books from the overflowing book cart. While they were at the shelves they were asked to look for a section that had their favorite subject in it and to remember the Dewey Decimal number of that section. After completing this, each student was given a piece of 4" x 5" cardboard, a permanent marker, and a new white T-shirt (at this writer's expense.) The

students were then dismissed to picnic tables outside, where they were asked to apply their favorite Dewey number to one of the sleeves of their shirt. They could then ask the media specialist and this writer to try to guess their favorite subject. If this was done, the students were free to use the shirts as autograph shirts, using the cardboard to prevent ink from bleeding to the back of the shirt. Refreshments were in the shape of and decorated with a variety of dots, because, as this writer's shirt stated that day, "Dewey had a point."

Later that day, the fourth grade class visited the media center, and this writer administered the "Post-Implementation Interest Survey" (Table 4: 40). Although the survey indicated 77.27 percent of the surveyed students interested in becoming media aides next year, the writer cannot conclude an increase of 41.67 percent over the "Pre-Implementation Interest Survey", because eight of the students who completed the second survey had not completed the first survey. Three of the original 17 students had moved and eight new students had been added to the class roll since

Table 4

Post-Implementation
Fourth Grade Interest
Survey Data

	# Students	Percent
Positive	17	77.27
Negative	4	18.18
Indifferent	1	4.55

the beginning of the implementation of this project. Because no names had been put on any survey, the writer could not compare any data from the surveys to indicate whether any increase in the interest objective had been met.

The next three days, the writer read the 33 shelves and recorded the data on another shelf chart (Table 5: 42). The average percentage of books correctly shelved after the practicum implementation was 88.61 percent, a difference of 16.57 percent over the pre-implementation shelf data (Table 6: 43). This writer also gathered data from the last page of the Media Aide Sign-In Log. During the last week of the practicum implementation, 19 media aides visited one or more times for a total of 36 recorded visits, a 138 percent increase in the number of media aides visiting and a 300 percent increase in the number of visits (Table 7:44).

This writer again interviewed the media specialist and the fifth grade teacher for any further comments, suggestions, and improvements on the project. The fifth grade teacher and the media

Table 5

Post-Implementation
Shelf Data

Shelf Number	Total # Books	# Correctly Shelved	% Correctly Shelved
1	47	41	87.23
2	52	51	98.08
3	54	53	98.15
4	59	50	84.75
5	39	36	92.31
6	43	37	86.05
7	55	47	85.45
8	50	42	84.00
9	59	49	83.05
10	47	43	91.49
11	50	47	94.00
12	53	52	98.11
13	40	34	85.00
14	45	39	86.67
*15	46	46	100.00
16	50	43	86.00
17	52	48	92.31
18	57	54	94.74
19	50	44	88.00
20	56	43	76.79
21	58	48	82.76
22	50	42	84.00
*23	26	24	92.31
24	61	50	81.97
25	41	35	85.37
26	54	49	90.74
27	50	42	84.00
28	44	44	100.00
29	60	56	93.33
30	48	40	83.33
31	42	34	80.95
32	68	58	85.29
33	66	58	87.88
TOTAL	1672	1479	88.46
AVERAGE	50.67	44.82	88.61

*Unable to achieve 10 percent improvement.

Table 6

Percentage Difference
Pre-Post Implementation
Shelf Data

Shelf Number	Before % Correctly Shelved	After % Correctly Shelved	(Difference) Percent Improved
1	77.55	87.23	12
2	88.68	98.08	11
3	86.00	98.15	14
4	80.00	84.75	6
5	63.41	92.31	46
6	70.00	86.05	32
7	66.67	85.45	28
8	84.31	84.00	0
9	86.21	83.05	-4
10	86.67	91.49	6
11	83.33	94.00	13
12	82.00	98.11	20
13	71.79	85.00	18
14	61.90	86.67	40
15	95.56	100.00	5
16	74.47	86.00	15
17	88.00	92.31	5
18	71.43	94.74	33
19	84.00	88.00	5
20	72.73	76.79	6
21	76.79	82.76	8
22	79.59	84.00	6
23	92.31	92.31	0
24	72.41	81.97	13
25	70.45	85.37	21
26	43.14	90.74	110
27	73.47	84.00	14
28	76.60	100.00	31
29	81.36	93.33	15
30	76.19	83.33	9
31	75.00	80.95	8
32	75.00	85.29	14
33	89.83	87.88	-2
TOTAL	2556.8441	2924.0960	546.69270
AVERAGE	77.48	88.61	16.57

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Table 7

Post-Implementation
Sign-In Log Data

Student	Number of Visits
A	1
B	2
C	4
D	1
E	4
F	1
G	3
H	3
I	2
J	1
K	1
L	3
M	1
N	2
O	2
P	1
Q	2
R	1
S	1
TOTAL 19	36

specialist both agreed that this would be a good project to initiate at the beginning of the year with the introduction to the media information skills curriculum as well as the math curriculum. The media specialist suggested expanding the "Adopt-a-Shelf" program down to the third grade in the fiction, easy, or biography sections to reinforce and complement their alphabetizing skills lessons.

Positive aspects of this project reiterated by the fifth grade teacher included peer teaching, cooperative learning experiences, and reinforcement of problem solving skills. This teacher used the "Adopt-a-Shelf" project as one of the successful student incentives for completion of classwork assignments. The students were anxious to complete classwork to ask for passes to the media center. The fifth grade teacher noted an unusual spring enrollment occurance. The same number and same students were on the fifth grade teacher's roll book for the entire practicum period, unusual for the school with such a high transiency record. Although one child in that class was suspended for the last week of school, and

one child left before the last session, this writer used the statistics of their shelves, because they had had more than 12 weeks to work in this program before leaving.

CHAPTER IV

Results

The data collected from the fourth grade Post-Implementation Interest Survey, when compared to the Pre-Implementation Interest Survey, seemed to indicate an increase in the percentage of interest by 41.67 percent (Table 8: 48). But the writer could NOT determine by these surveys if the objective to increase fourth grade interest in becoming fifth grade media aides had been met. Even though the writer considered percentage use in evaluating the data because the numbers of students taking the second survey differed from the number of students who had taken the first, the data could not be effectively compared.

Twenty-two students completed the Post-Implementation Interest Survey, but only 14 of them had taken both surveys. Because the surveys were

Table 8

Comparison of Fourth Grade
Pre/Post-Implementation
Interest Surveys

	Pre-Implementation # Students	Percent	Post-Implementation # Students*	Percent	Percent Change
Positive	12	70.59	17	77.27	41.67
Negative	4	23.53	4	18.18	n/a
Indifferent	1	5.88	1	4.55	n/a

* Only 14 of the 22 students who took the Post-Implementation Interest Survey had taken the first. Data didn't reveal which 14 had taken first survey.

completed anonymously, this writer had no way to determine which 14 Post-Implementation Interest Surveys should be used to compare with which 14 Pre-Implementation Surveys. Had the writer requested the students' names on the surveys, a comparison could have been made. Although the survey data results have been determined by this writer to be invalid as far as trying to meet the objective, the writer and the media specialist did observe interest and curiosity from members of the fourth grade class upon visiting the media center when, upon seeing the "Adopt-a-Shelf" labels, they expressed a desire to participate in the program.

Only 8 of the 33 members of the target group of available media aides visited the media center during the first week of implementation. Therefore, the writer's desired objective, to have 75 percent, 25 students, of the target group increase the number of visits by 10 percent, could not be met as stated. Nevertheless, the writer evaluated the results which were actually obtained from the Media Aide Sign-In Log. A 138 percent increase in the total number of

media aide population visiting the media center and an increase of 300 percent in the number of media aide visits indicated popularity, interest, and success in this objective area (Table 9: 50).

Table 9

Media Aide Sign-In Log

Comparison Data

	Week 1	Week 13	Difference	Percent Increase
# of Students	8	19	11	138%
# of Visits	9	36	27	300%

Because the entire class of 33 student media aides were included in the target group, this writer had selected too high a percentage (75) of the target group to demonstrate an increase in the number of media aide visits when writing the objective in this area. Had the writer collected pre-implementation data from the sign-in log prior to formulating the objective, the writer would have used the first week's number of media aides visiting the center as the group to signify an increase over the practicum period. One important variable effecting the data was the students' varying abilities to complete classwork assignments in order to receive a pass to work as a media aide. Another variable effecting the before and after school visits were the number of target group students who rode the school bus, preventing them from visiting the media center at those times.

When comparing the 33 students' percentages of correctly shelved books, this writer first removed from the study those students' shelves which could not possibly achieve a 10 percent improvement, because they had had greater than 90 percent correctly shelved

before the training. With those two statistics removed, an average of 76.42 percent correctly shelved books per shelf occured before the implementation of the project, and an average of 88.12 percent correctly shelved books per shelf occured after the project. An 11.7 percent increase in the average amount of correctly shelved books per shelf was evident (Table 10: 53). The writer used as the appropriate measurement in this area of the study, the percentage of correctly shelved books, not just the raw number of books, because the total number of books kept changing as the study progressed due to circulation.

One of the variables which might have effected the data was the activity during the last class session. In the excitement of the forthcoming "Dewey" party, the students might have carelessly shelved the last batch of books from the cart. Another influencing variable was the subject popularity of one shelf of books over another. Because of the popularity of particular books, students' shelves varied in numbers of books contained at any one time, thus the need for attention to the shelf varied. The

Table 10

*Amended Pre/Post-Implementation
Shelf Data

Before Training				After Training				
Shelf Number	Total # Books	# Correctly Shelved	% Correctly Shelved	Shelf Number	Total # Books	# Correctly Shelved	% Correctly Shelved	% Improved (Difference)
1	49	38	77.55	1	47	41	87.23	13
2	53	47	88.68	2	52	51	98.08	11
3	50	43	86.00	3	54	53	98.15	14
4	60	48	80.00	4	59	60	84.75	6
5	41	26	63.41	5	39	36	92.31	46
6	40	28	70.00	6	43	37	86.05	23
7	51	34	66.67	7	55	47	85.45	28
8	51	43	84.31	8	50	42	84.00	0
9	58	50	86.21	9	59	49	83.05	-4
10	45	39	86.67	10	47	43	91.49	6
11	48	40	83.33	11	50	47	94.00	13
12	50	41	82.00	12	53	52	98.11	20
13	39	28	71.79	13	48	34	85.00	18
14	42	26	61.90	14	45	39	86.67	40
15	47	35	74.47	15	50	43	86.00	15
17	50	44	88.00	17	52	48	92.31	5
18	42	30	71.43	18	57	54	94.74	33
19	50	42	84.00	19	50	44	88.00	5
20	55	40	72.73	20	56	43	76.79	6
21	56	43	76.79	21	58	48	82.76	8
22	49	39	79.59	22	50	42	84.00	6
24	58	42	72.41	24	61	50	81.97	13
25	44	31	70.45	25	41	35	85.37	21
26	51	22	43.14	26	54	49	90.74	110
27	49	36	73.47	27	50	42	84.00	14
28	47	36	76.60	28	44	44	100.00	31
29	59	48	81.36	29	60	56	93.33	15
30	42	32	76.19	30	48	40	83.33	9
31	36	27	75.00	31	42	34	80.95	8
32	60	45	75.00	32	69	58	85.29	14
33	89	83	89.83	33	66	58	87.88	-2
TOTAL	1531	1178	76.81	TOTAL	1609	1409	88.06	542.04
AVERAGE	49.39	37.94	76.42	AVERAGE	51.61	45.45	88.12	11.70

*Removed students who could not possibly achieve a 10 percent improvement (Students # 15 and # 23 had greater than 90 percent correctly shelved before implementation.)

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last variable which might have effected the success of this activity has been noted earlier in this report. Inconsistant methods of spine labelling frequently caused the students to shelve books incorrectly. Students attentive to detail would open the books to confirm the call number while other students used personal interpretation. Even with all of the above variables possibly influencing the data of the program, the writer observed the target group of students successfully using thinking, evaluating, problem solving, and organizational skills in their attempts to correctly shelve books.

Although 61 percent of the target group of students did increase the average percent of correctly shelved books by 10 percent or more, the writer's objective to have 75 percent of the students increase 10 percent or more was not 100 percent met (Figure 1: 55). Yet the objective was met by 19 of the 31 students in the target group, demonstrating a signifacant increase in the fifth grade media aides'ability to shelve non-fiction books correctly according to the Dewey Decimal system. The media

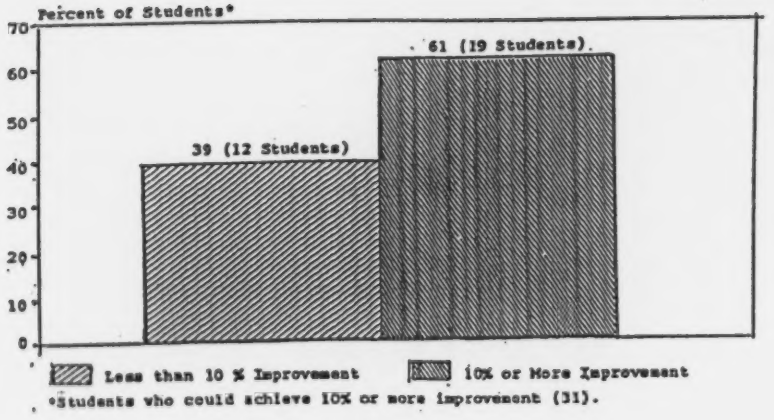

Figure 1

DISTRIBUTION OF PERCENT IMPROVEMENT

Students Improving Shelves

By < or > 10 Percent

aide shelving problem, one of the causes of the number of misplaced books in the media center's non-fiction section, had been significantly reduced.

CHAPTER V

Recommendations

Because interviews with the principal, fifth grade teacher, and media specialist were favorable and results of this project were successful, the writer recommends this project, with some modifications, for use in any elementary school setting. If the writer were to repeat this program, any pre and post implementation surveys would be labelled with the students' names so that an accurate data comparison could be made, especially in a school with a transient population. During the "hands-on" creation of the Dewey Decimal collages, this writer would use colored poster board instead of white board for a more dramatic wall display when the collages are mounted. The writer suggests investigating any school duplicating services before spending personal funds. Use of a binding machine would make the handbook more

impressive. Cooperative instruction with the classroom teacher is highly recommended in order to provide maximum curriculum complement, especially in areas of alphabetizing skills and decimal number concept skills.

Copies of the Media Aide Handbook developed by the target group have been forwarded to the county Director of School Media Services and the county Director of the Resource Center. Numerous copies have been supplied to the media specialist for use with upcoming students interested in becoming media aides. A project to uniformly relabel the spines of older books has been initiated in the media center of this study. During the upcoming year, this project should be completed.

The "Adopt-a-Shelf" program, although used by the writer as part of a larger unit, could be altered to an individual project inviting younger students an opportunity to care for part of their media center. The "adoption" program could be used as an independant grade level project, an excellent information skills program.

As school budgets continue to be trimmed leaner and leaner over the years, more voluntary school assistance is needed. In media centers, volunteers (of any age) must be adequately trained in order to assure proper book arrangement for maximum access and information retrieval. This practicum project addresses the training process, promotes critical thinking skills, and encourages proper use of the media center and could be adapted to fit within a school time frame.

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Appendices

Appendix A

Student Media Aide Sign In Log

Appendix A
Student Media Aide Sign-In Log

NAME	DATE	IN	OUT	TIME

Appendix B

Fourth Grade Student Survey

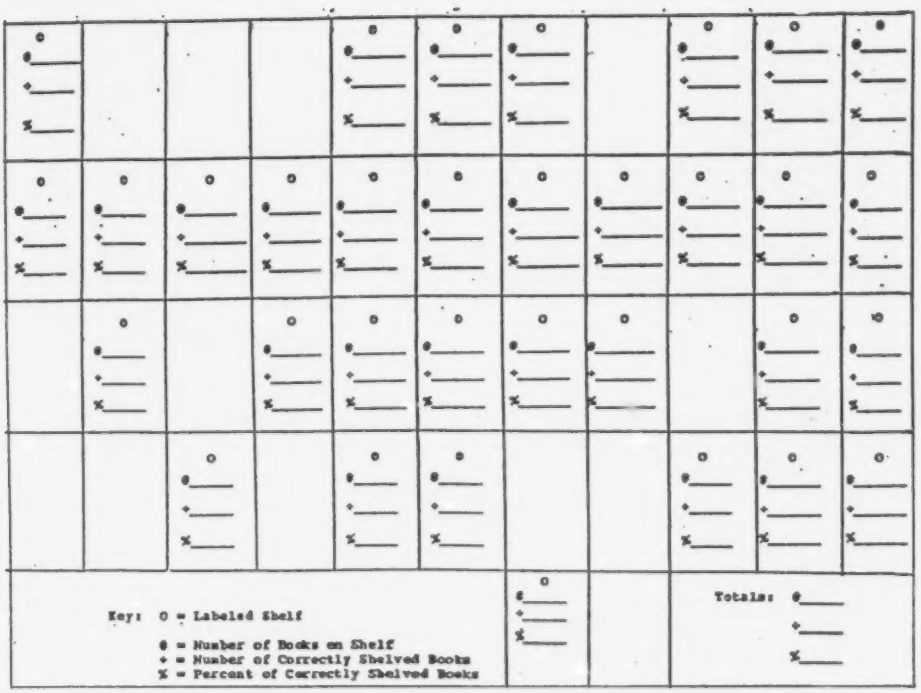
Appendix B
Fourth Grade
Student Survey

	Yes	No
Do you ever visit the media center?		
Do you know what a media aide does?		
Would you want to be one?		
Have you ever looked for a book from the non-fiction section and it was hard to find?		
Does the Dewey Decimal System seem hard to follow sometimes?		
Does only the media specialist put the books on the shelves?		
If you could help the media specialist, would you?		
But, if you had to pass a test on the Dewey Decimal System before you could help, would you still want to help?		
Do you think that media aides work hard?		
Do you think that media aides have fun?		
Do you think that media aides are learning anything?		
If you had a chance to be a media aide and you didn't know how to do something, would you ask someone how to do it?		
Would you be willing to give up some of your spare time to work hard as a media aide?		
Would you do it, even if you didn't get a "grade" in it?		
Do you think you know enough to be a media aide now?		
Would you like to try to be a media aide when you are in fifth grade?		

Appendix C

Bookshelf Chart

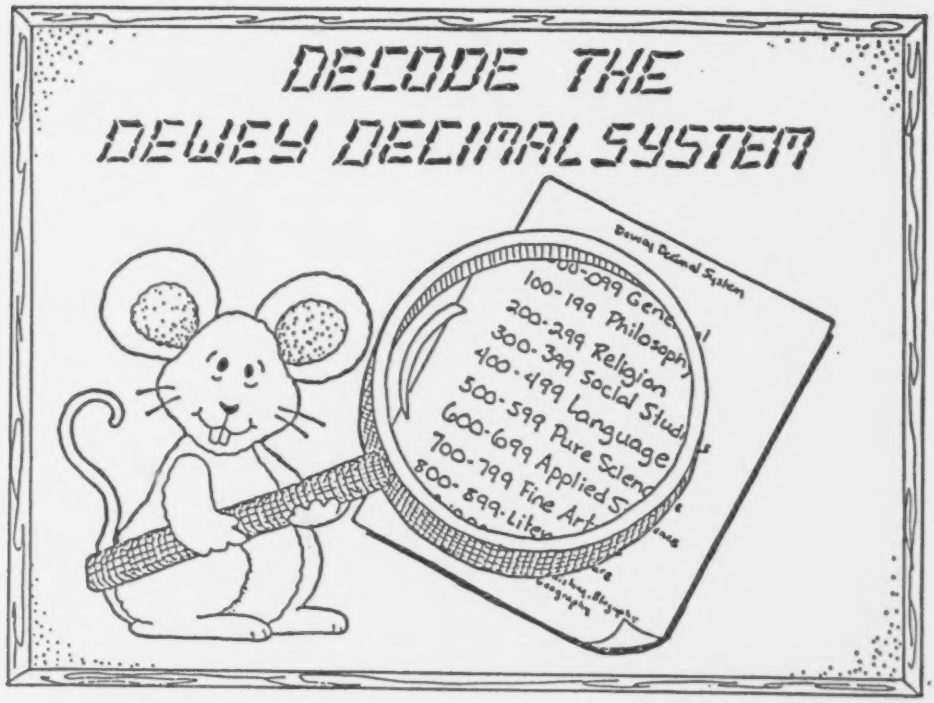
Appendix C
Bookshelf Chart



Appendix D

"Dewey Knows The Way" Bulletin Board Design

"Dewey Knows The Way" Bulletin Board Design



SUGGESTED MATERIALS

- pink background
- gray mouse
- black magnifying glass
- yellow paper

ADDITIONAL CAPTIONS

THERE'S SOMETHING FOR EVERYONE HERE!
BROWSE THROUGH A NUMBERED AISLE TODAY
YOUR GUIDE TO READING ENJOYMENT
DEWEY KNOWS THE WAY
LOST? ASK DEWEY
LIBRARY LINGO
DEWEY DID IT!

Forte, Imogene. Easy to Make and Use Library & Reference Bulletin Boards. Nashville, TN: Incentive Publications, 1986.

Appendix E

Object Organization Game Pieces

Appendix E
Object Organization Game Pieces

Rock
Band aid
Wooden Clothespin
Wooden Toothpick
Candle
Paper cup
Paper party cup
Plastic Fork
Seashell (flat)
Seashell (spiral)
Wooden Checker
Paper Clip
Cotton Ball
Penny
Packing Foam
Noodle
Napkin
Leaf
Screw

Appendix F

Sequencing Worksheet

Appendix F

Sequencing Worksheet

Books of Nonfiction

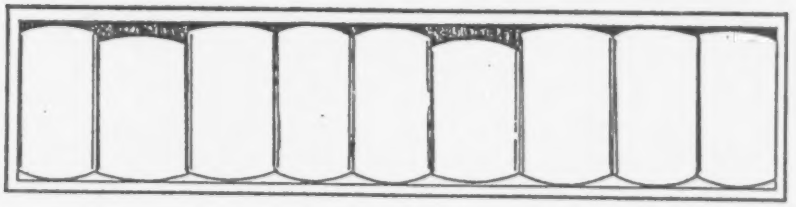
Notice that when there is more than one book with the same number, then the author letters are used to arrange the books alphabetically the same as fiction, like this:

973	973	973	973	973
Ba	Do	Ge	Hi	Mo

The *numbers with the author letters* on nonfiction are also know as *call number.*

Arrange these call numbers on the make-believe books as they are arranged on the shelf in our library. (Be sure to write the number *and* letters.)

520	550	530	590	510	500	598	560	510
We	Be	Br	Ke	Di	Sw	Co	Fl	Fr



REVIEW

Arrange these nonfiction call numbers in the proper order in the spaces below.

398	596	221	821	973	921	423	636	796	811
Ba	Do	Co	Le	Am	Li	Ea	He	Ra	Ge

____ ____ ____ ____ ____ ____ ____ ____ ____ ____

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Appendix G

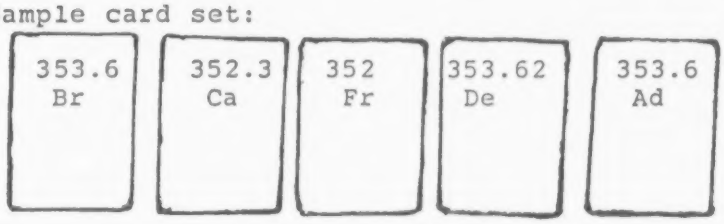
Dewey Decimal Order Practice Cards

Appendix G

Dewey Decimal Order Practice Cards

Assignment: Please arrange the set of five index cards in order. Remember, call numbers are arranged with the smallest number first, and, if two books have the same number, the authors' last names are then alphabetized.

Sample card set:

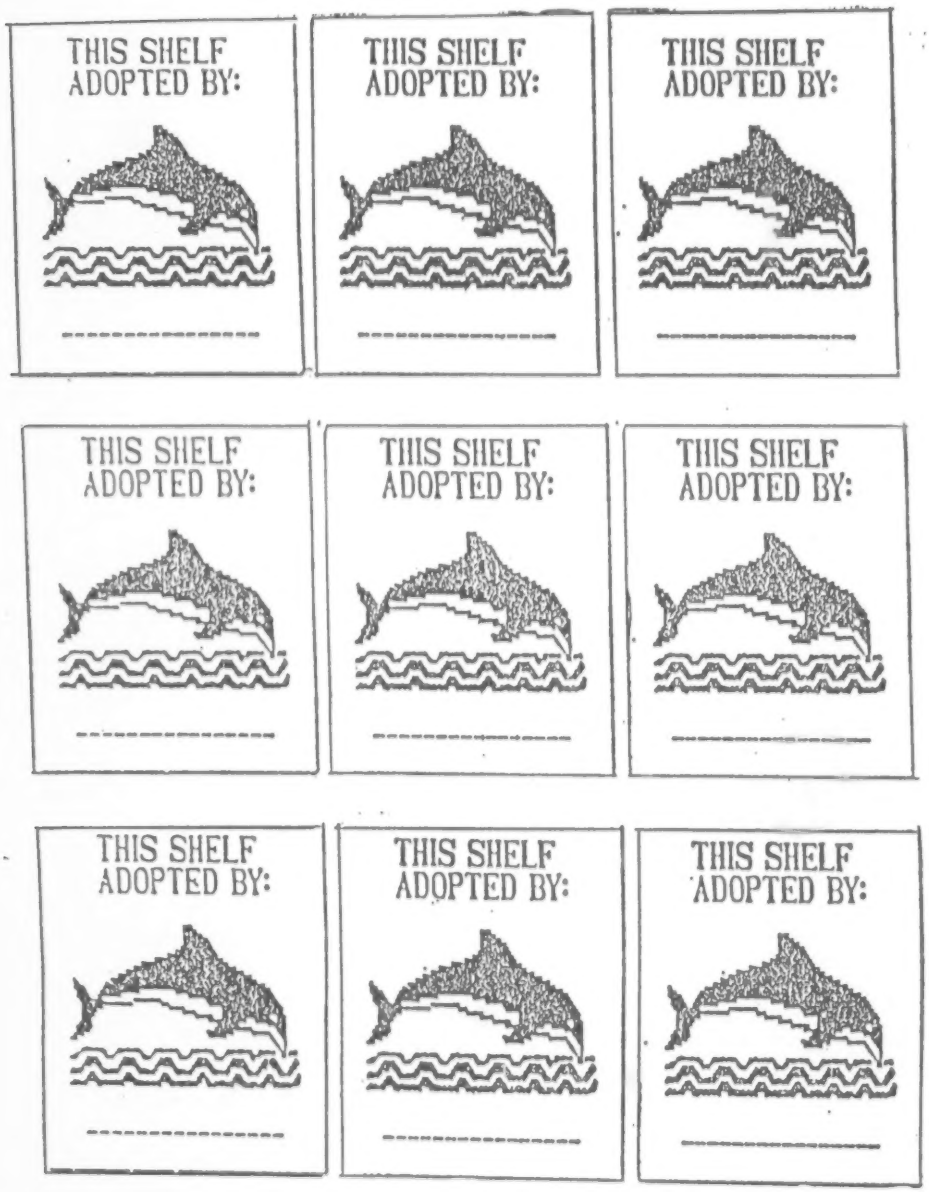


Writer created materials.

Appendix H

Adopt-A-Shelf Labels

Appendix H
Adopt-A-Shelf Labels



Appendix I

Student Adoption Certificate

ADOPTION CERTIFICATE

I PROMISE TO:
CHECK EACH BOOK FOR CORRECT POCKET CARDS.
KEEP THE BOOKS IN PROPER ORDER.

_____

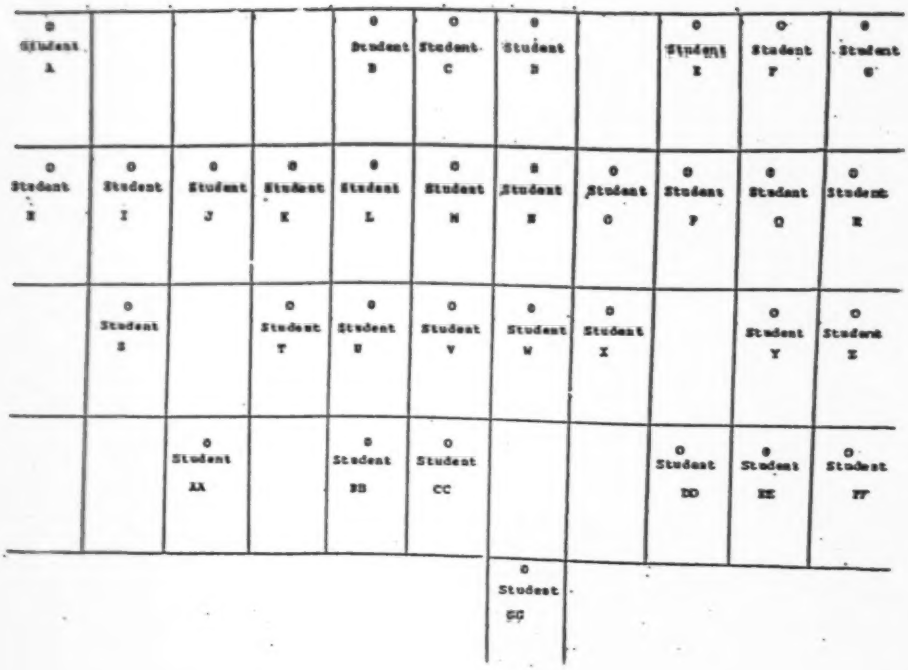
SIGNED

Appendix I
Adoption Certificate

Appendix J

Student Wall Chart

Appendix J
Student Wall Chart



Appendix K

"Dot, the Dewey Mouse" Bookmark Instructions

Appendix K

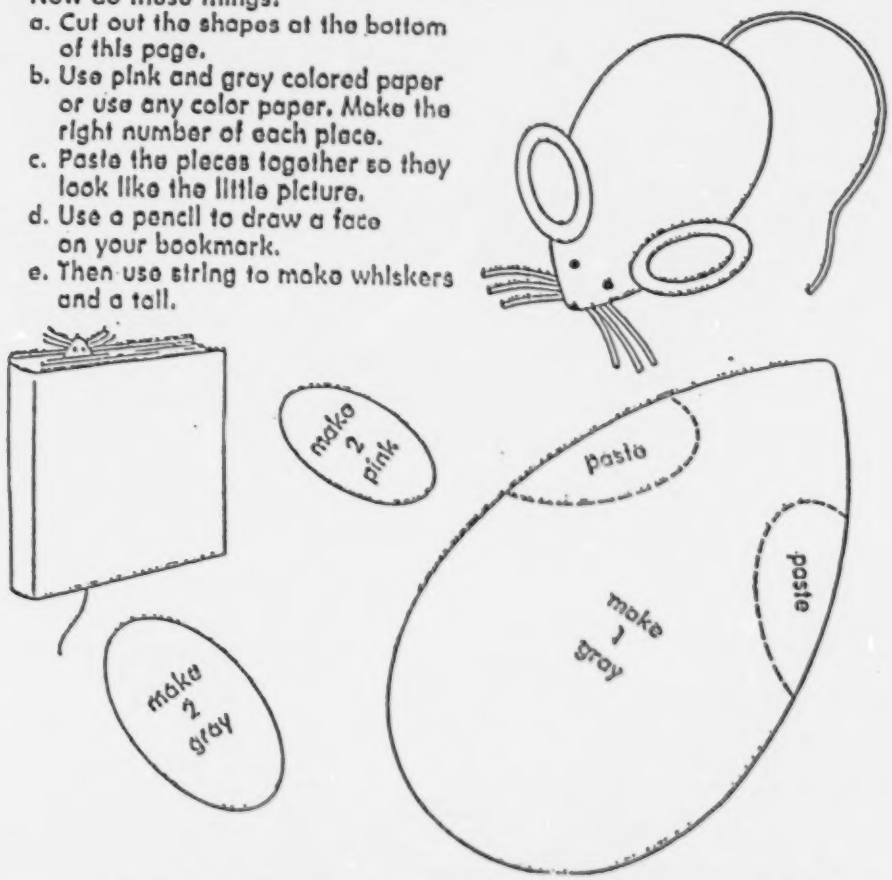
"Dot, The Dewey Mouse" Bookmark Instructions

MAKE A BOOKMARK

The best way to save your place in a book is to use a bookmark. You can make your own bookmark. All you need are scissors, colored paper, paste, a pencil, and some pretty string.

Now do these things.

a. Cut out the shapes at the bottom of this page.
b. Use pink and gray colored paper or use any color paper. Make the right number of each piece.
c. Paste the pieces together so they look like the little picture.
d. Use a pencil to draw a face on your bookmark.
e. Then use string to make whiskers and a tail.



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Appendix L

"Finding a Book" Worksheet

Appendix L
"Finding a Book" Worksheet

Name _____ Date _____

FINDING A BOOK BY ITS DEWEY NUMBER

You know that a nonfiction book is placed on the shelf in number order. Listed below are 21 topics and their Dewey numbers. In your library, find a book with the same Dewey number. Write the title and author of each book you find on the lines below.

TOPIC	DEWEY NUMBER	TITLE	AUTHOR'S LAST NAME
1. Behavior	150		
2. The Bible	220		
3. Greek Myths	292		
4. United States Government	353		
5. Education	372		
6. Railroad Transportation	385		
7. Holidays	394		
8. Arithmetic	511		
9. Electricity	537		
10. Earth Sciences	551		
11. Reptiles and Birds	598		
12. Medicine	616		
13. Farm animals and pets	636		
14. Food	641		
15. Building	690		
16. Arts and Crafts	745		
17. Musical Instruments	781		
18. Outdoor sports	796		
19. Poetry	811		
20. North American Indians	970		
21. Cowboys	978		

8c

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Poliette, Nancy. Basic Library Skills. St. Louis, Missouri: Millikin Publishing Company, 1971.

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